

advancements to do at home

traveller



Introduction

Due to the presence of the COVID-19 virus in South Africa, school children throughout the country have been given extended school holidays. Everyone has been asked to limit their social interactions. We urge Scouts to follow these precautions and recommendations while we encourage them to continue learning and progressing through the Scout Advancement program. This booklet contains some advancement that you can do at home.

Please refer to the My Scout Journey book for further explanations and guidance. There are also many other great sources of information for you to read up more about an advancement. Please keep in regular contact with your Scouter and ask your Patrol Leader or Scouter when you need help or have questions.

These are some suggested advancements. Please read My Scout Journey for a full break down of the advancement program. By logging on to Scouts.Digital you should be able to see which specific advancements you still need in order to complete the theme and advancement badges.

For more information on the COVID-19

- COVID-19 hotline telephone number: 0800 029 999
- The Department of Health has launched a WhatsApp service providing information and updates regarding COVID-19. Simply add this number: 060 012 3456 as a WhatsApp contact and send "Hi" to start.
- COVID-19 resource website, providing information and updates: <https://sacoronavirus.co.za/>
- Current updates on Twitter: <https://twitter.com/HealthZA>
- <https://www.scouts.org.za/members/covid-19-info-for-members/>

Week 1

Traveller Safety Awareness Theme - Task 4

In an Emergency situation: Show a basic knowledge of ground-to-air signals.

Learn how to make the basic ground to air signals. Use the resources that you would have or may find while when you are out hiking or camping (a large sandy area, branches, rocks, bright coloured clothing). Ask someone you live with to take photos or videos you making the signals in your garden. Send the photos or videos to your Scouter.



Require doctor-
serious injury



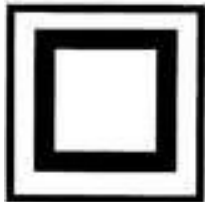
Unable to
proceed-
need assistance



Require medical
supplies



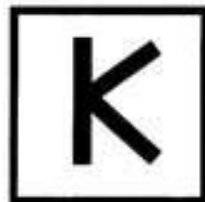
Require food
and water



Require map
and compass



Am proceeding
in this direction



Please indicate
direction to proceed



Safe to
land here



All is well



No



Yes



Don't
understand



Require
assistance



Need fuel
and oil

Traveller Living Outdoors Theme - Task 12

Cooking: Lay and light a fire and cook a simple meal from raw ingredients for yourself.

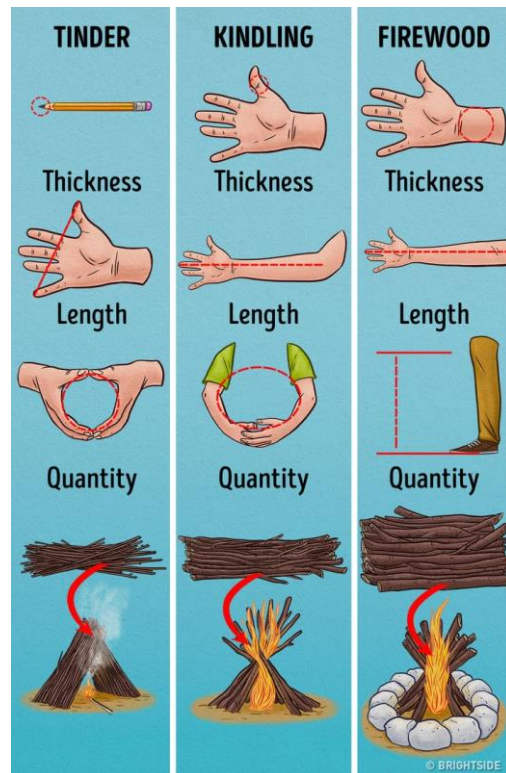
Traveller Living Outdoors Theme - Task 13

Cooking: Explain the dangers of a fire for cooking and the necessary precautions to prevent an accident.

Traveller Living Outdoors Theme - Task 14

Cooking: Start a fire with either 1 match or an alternative fire-lighting method (excluding a lighter).

Write down 5 – 10 ideas to explain the danger of a cooking fire and how to cook on a fire safely. Collect some dry wood to build a fire. Light the fire using an alternative method such as flint or steel wool and 9V battery. Cook a simple meal like a twist and vienna, banana with caramel or chocolate inside or baked potato with cheese.



Twist dough recipe

Place 1 cup of self-raising flour in a mixing bowl and rub 1 tbsp of butter through it with your fingertips until it resembles breadcrumbs. Add a pinch of salt and 1 tsp of sugar, then add and a little milk at a time until the mixture forms a dough (approx. $\frac{3}{4}$ cup of milk). Divide the dough into pieces slightly larger than a golf ball and roll each piece into a snake shape. Wind each piece of dough around a clean, dry stick. Hold over the campfire to cook until golden brown.

Traveller Living Outdoors Theme - Task 15

Equipment Care: Explain, and where possible demonstrate, how to care for and store at least four of the following items of equipment in your troop:

- Tents, gazebos and other forms of shelter.
- Kitchen equipment.
- Ropes, poles and other pioneering equipment.
- Gas cooking and lighting equipment or their equivalent.
- Compasses, maps and other navigational equipment.
- Any specialised equipment like climbing gear, boats or aircraft.

Write down 5 – 10 ideas on how to care for at least four types of equipment. Try and use some of your own personal equipment at home. Take photos to show your ideas.

Traveller Adventure Theme - Task 19

Map Work: Draw a simple map, using traditional mapping symbols, showing the presence of significant features around your scout meeting place / home / or school for at least 1km. Show 5 points of interest on your map, e.g. police, fire, shops, school, doctors.

Look at a map of the area you stay / your school etc. Look at something like Google Maps or a road map. Draw your own simple map of 1km. Show things like churches, schools, parks, shopping centres, police station using traditional mapping symbols.

Main Road		Post Office; Police Station; Store.....	■ P	■ PS	■ W
Secondary Road; Bench Mark.....		Place of Worship; School; Hotel	■ K	■ S	■ H
Other Road; Bridge		Fence; Wall			
Track and Hiking Trail.....		Perennial River			
Railway; Station or Siding.....		Perennial Water.....			
Other Railway; Tunnel		Non-perennial River.....			
Embankment; Cutting.....		Non-Perennial Water.....			
Power Line.....		Cultivated Land.....			
Built-up Area (High, Low Density)...		Orchard or Vineyard			
Buildings; Ruin		Recreation Ground.....			
		Row of Trees.....			

Traveller Adventure Theme - Task 20

Map Work: Be able to direct someone to two places in your community that are at least three kilometres apart. OR Using a street map, find the shortest route to two points of interest up to five kilometres away.

Once you are familiar with a map of your area, give someone direction to two places or find the shortest route between two places. You could write the directions down or phone or voice note the directions to your PL or Scouter. For the shortest route, you could sketch it on a map or write it down.

Week 2

Traveller Skills Theme - Task 24

Knots: Tie a Reef Knot and show practically how it is used

Traveller Skills Theme - Task 25

Knots: Tie a Sheet Bend and show practically how it is used

Traveller Skills Theme - Task 26

Knots: Tie a Clove Hitch and show practically how it is used

Traveller Skills Theme - Task 27

Knots: Tie a Sheepshank and show practically how it is used

Traveller Skills Theme - Task 28

Knots: Tie a Round Turn & 2 Half Hitches and show practically how it is used

Traveller Skills Theme - Task 29

Knots: Tie a Bowline and show practically how it is used

Tie each of the 6 basic knots in a practical way. If you don't have standard ropes and poles at home, think outside the box. Tie knots onto trees or onto arms or legs of furniture. Tie the knots on a smaller scale using dowel sticks or pencils. Use string, shoelaces, wool or a skipping rope as an alternative to rope. Where it is not possible to practically show how it is used, write a sentence to explain the use. When possible, try and watch a video of someone tying the knot. There are a huge number of videos and images available on the internet.

Traveller Skills Theme - Task 30

Lashings: Tie a Square Lashing and show practically how it is used

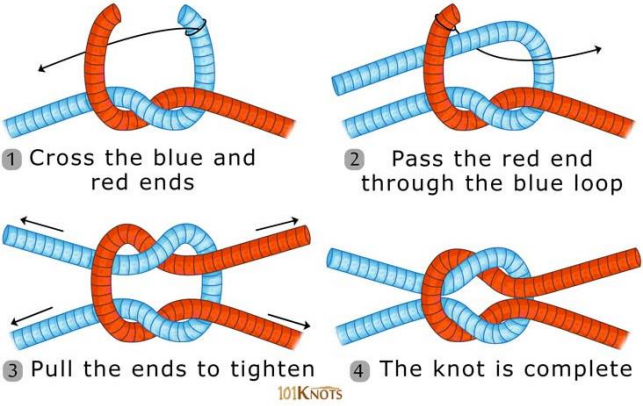
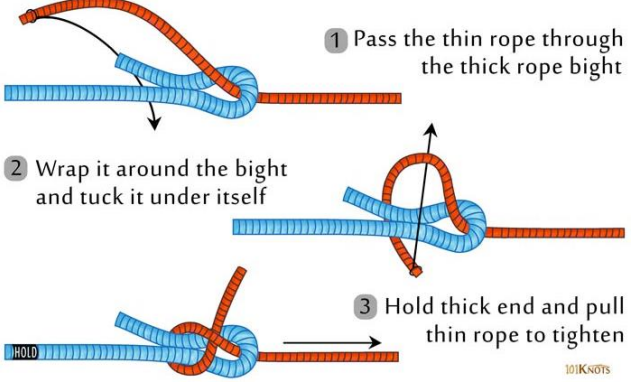
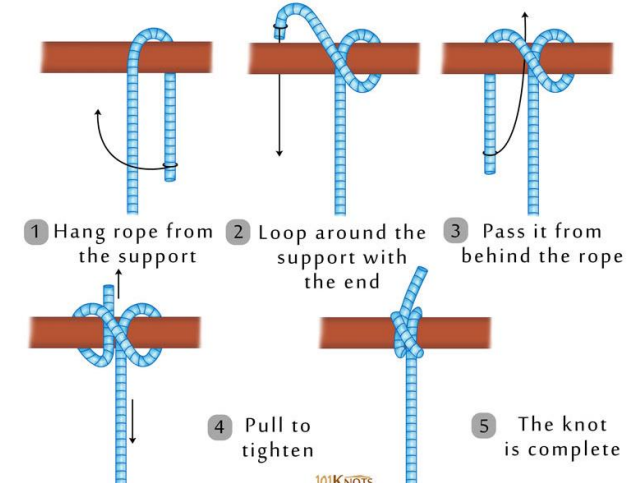
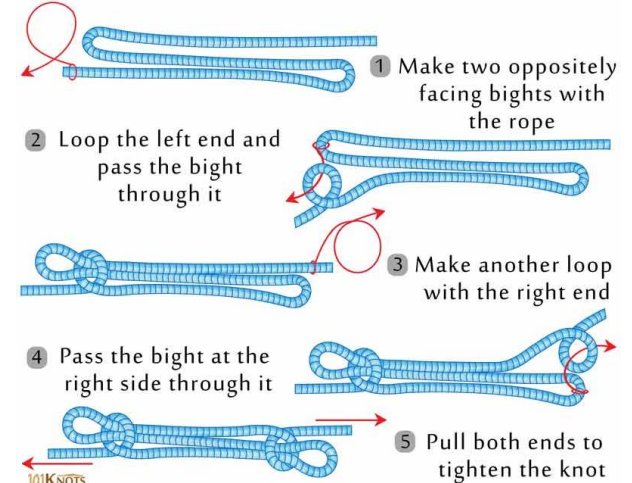
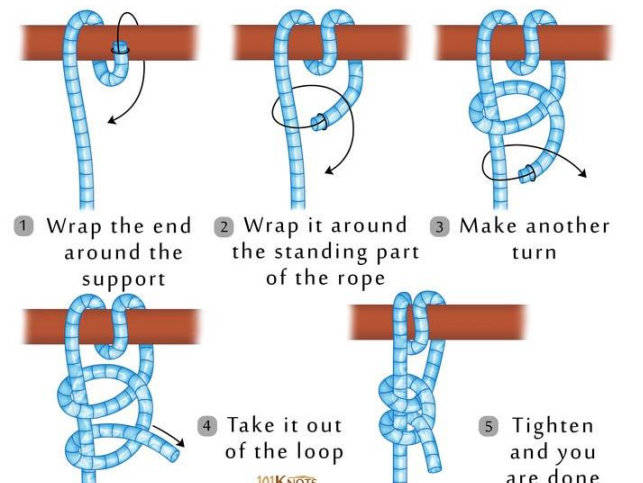
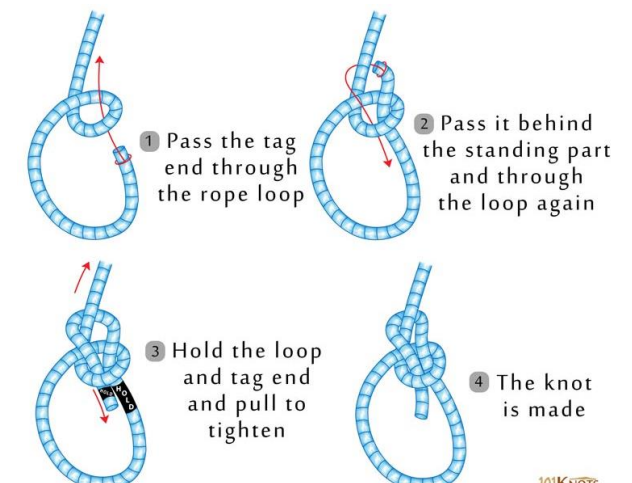
Traveller Skills Theme - Task 31

Lashings: Tie a Sheer Lashing and show practically how it is used

Traveller Skills Theme - Task 32

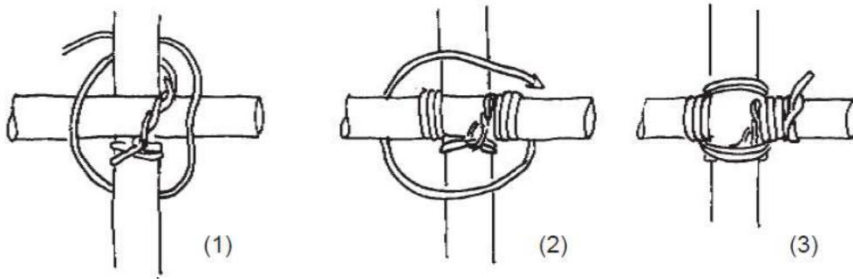
Lashings: Tie a Figure-of-eight Lashing and show practically how it is used

Tie each of the 3 lashings. If you don't have standard ropes and poles at home, think outside the box. Use pieces of plastic pipes, two tightly rolled up newspapers, or tie the lashings on a smaller scale using dowel sticks or pencils. Use string, shoelaces, wool or a skipping rope as an alternative to rope. Where it is not possible to practically show how it is used, write a sentence to explain the use. When possible, try and watch a video of someone tying the lashing. There are a huge number of videos and images available on the internet.

<h3>Reef knot</h3>  <ol style="list-style-type: none"> 1 Cross the blue and red ends 2 Pass the red end through the blue loop 3 Pull the ends to tighten 4 The knot is complete <p>101KNOTS</p>	<h3>Sheet bend</h3>  <ol style="list-style-type: none"> 1 Pass the thin rope through the thick rope bight 2 Wrap it around the bight and tuck it under itself 3 Hold thick end and pull thin rope to tighten <p>101KNOTS</p>
<h3>Clove hitch</h3>  <ol style="list-style-type: none"> 1 Hang rope from the support 2 Loop around the support with the end 3 Pass it from behind the rope 4 Pull to tighten 5 The knot is complete <p>101KNOTS</p>	<h3>Sheepshank</h3>  <ol style="list-style-type: none"> 1 Make two oppositely facing bights with the rope 2 Loop the left end and pass the bight through it 3 Make another loop with the right end 4 Pass the bight at the right side through it 5 Pull both ends to tighten the knot <p>101KNOTS</p>
<h3>Round turn and 2 half hitches</h3>  <ol style="list-style-type: none"> 1 Wrap the end around the support 2 Wrap it around the standing part of the rope 3 Make another turn 4 Take it out of the loop 5 Tighten and you are done <p>101KNOTS</p>	<h3>Bowline</h3>  <ol style="list-style-type: none"> 1 Pass the tag end through the rope loop 2 Pass it behind the standing part and through the loop again 3 Hold the loop and tag end and pull to tighten 4 The knot is made <p>101KNOTS</p>

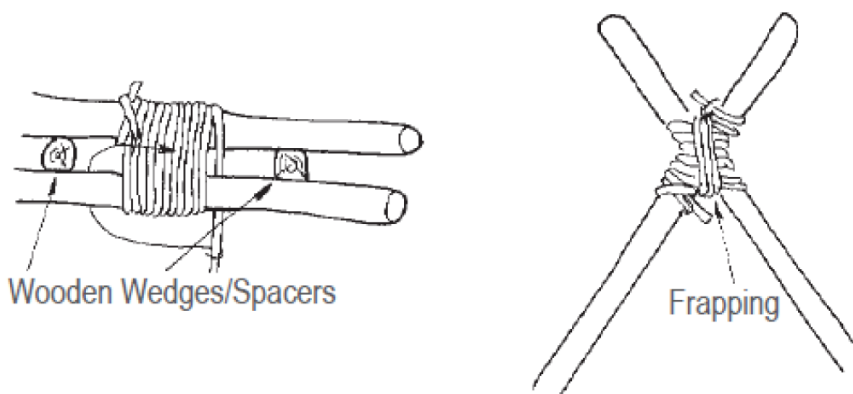
* Images sourced from <https://www.101knots.com/category/boating-knots>

Square lashing



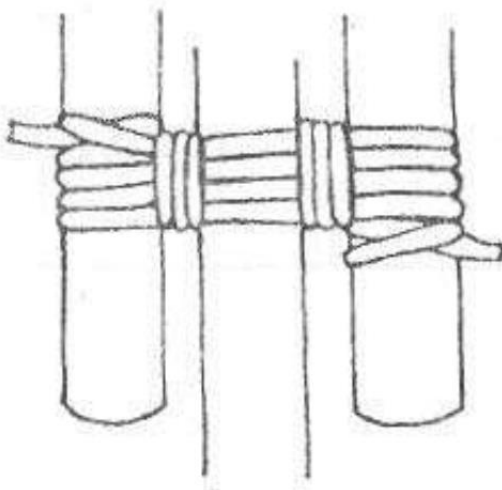
- Start with your clove hitch on the main pole.
- As you go around, lay each lashing outside the previous turn.
- Make at least two frapping turns around the middle.

Sheer lashing



- Tie a clove hitch around one pole.
- Wrap both poles with a simple lashing.
- Wrap the lashing with two or three tight frapping turns.
- Tie off the end to make clove hitch.
- Split the poles to make shear legs.

Figure of eight lashing



- Start with a clove hitch or timber hitch on one of the outer poles.
- Wrap the rope neatly, but not too tightly, under and over the poles until six or seven turns have been taken.
- Finish with frapping turns on either side of the central pole and tie off with a clove hitch.

Week 3

Traveller Skills Theme - Task 35

First Aid Wounds and bleeding: Explain the dangers of a dirty wound and the potential for HIV and Hepatitis B risk caused by exposure to other people's blood.

Traveller Skills Theme - Task 36

First Aid Wounds and bleeding: Explain the importance of the correct use and disposal of latex gloves.

Write down 5 – 10 statements about the danger of a dirty wound and the risk caused by exposure to other people's blood. Write down 5 – 10 statements about how to use gloves correctly and what to do with them when you have finished using them.

Traveller Service Theme - Task 43

Environmental: Explain the reason for the Outdoor code.

Read through the Outdoor Code. Write down 5 – 10 statements about why we have the Outdoor Code and why it is important.

THE OUTDOOR CODE

1. I will treat the Outdoors — our veld, rivers and mountains — as a heritage to be cherished and protected and to be enriched for our own greater enjoyment and for future generations.
2. I will learn to understand Nature and her ways.
3. I will learn how to practise conservation of soil, water, forests, grasslands and wild life and urge others to do the same.
4. I will treat public and private land with respect, remembering that the use of the Outdoors is a privilege.
5. I will prevent fire, and build my own fire in a safe place, and be sure it is out before I depart.
6. I will keep my rubbish out of South African waters, fields, woods, veld and roadways.
7. Whenever I take from Nature for my own use, I will endeavour to return a share of her bounty.



Traveller Personal Development Theme - Task 46

I know how the movement works: Keep a record book of scout events (camps and hikes) that you have attended. This should include at least 5 entries.

Think back since you were invested. What are the events that you have attended since then? It may help to ask your Patrol Leader and the rest of the Patrol. Photos are also a good record of what you have done, so check any collection of photos the you, your Patrol or your Troop may have. If you have a campfire blanket where you sew special badges, check your blanket for what events you have attended. Record these events in a book or document. See below for a possible format.

Date	Event	Venue	Comment

Traveller Personal Development Theme - Task 49

The Patrol Structure: Explain the use and reason for the patrol structure in the scouting movement as well as the function of the group, district and region (where applicable).

Write a short paragraph in your own words, to explain the patrol structure.

Every Scout Troop is made up of a number of Patrols. Patrol Leaders lead the Patrol members as a team. The PL makes sure that you are having fun and involved in activities.

Extract from My Scout Journey

Your advancement depends a great deal on the correct operation of the Patrol System. To progress through the system, you need to take part in the activities carried out by your Patrol.

If you take part in all the activities and plan what you are going to do well in advance you should be able to progress one level each year. If you are the Patrol leader it is important that you keep ahead of the Patrol members. You set the example and your Scouts will follow. You should be organising the activities for your Patrol remembering that advancement should form part of every Patrol Meeting or activity.

You must also keep an Advancement Progress Chart up to date in your Patrol Corner and encourage your Patrol at your regular Patrol Meetings to carry out the various activities, which will help them to advance. If you are a member of the Patrol you should be helping your leader to carry out the plans and assist him in training the younger scouts in the Patrol. You will also be organising activities for the Patrol yourself to qualify for some of the advancement activities. Each Patrol member should have a job and be given the chance to carry out the function that has been allocated to him or her.

Extract from The Scout Trail